



White Knoll Middle

116 White Knoll Way
W. Columbia, SC 29170

Grades	6-8 Middle School	
Enrollment	822 Students	
Principal	Dr. Nancy L. Turner	803-957-4400
Superintendent	Dr. Karen C. Woodward	803-951-8363
Board Chair	G. Edwin Harmon, Ph.D.	803-359-0844

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Average
2007	Average	At-Risk
2006	Average	Below Average
2005	Average	Below Average
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

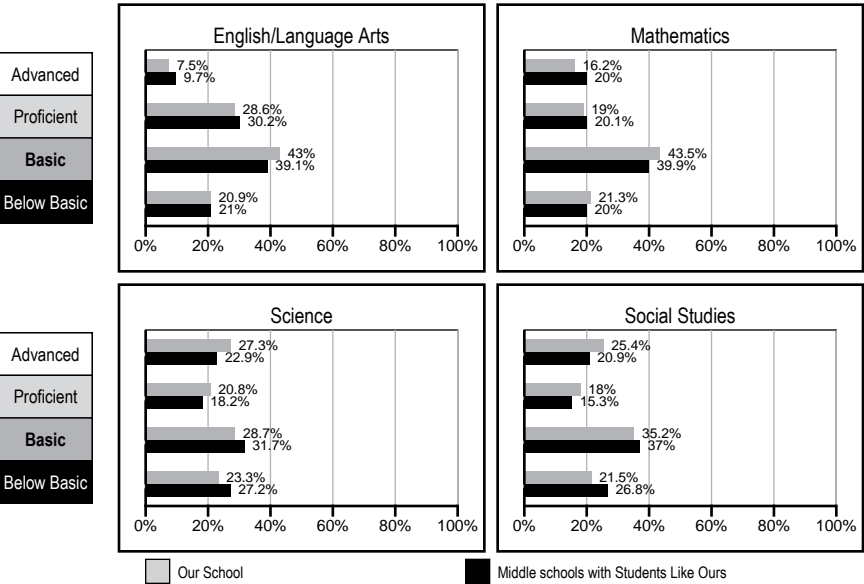
96.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	28	4	2

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	96.9
English 1	100.0	92.8
Physical Science	0	23.8
All Subjects	100.0	96.5

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=822)				
Students enrolled in high school credit courses (grades 7 & 8)	16.1%	Up from 15.4%	27.0%	19.4%
Retention rate	2.0%	Down from 2.4%	1.7%	1.8%
Attendance rate	95.8%	No Change	96.1%	95.8%
Eligible for gifted and talented	19.0%	Up from 16.2%	21.3%	15.3%
With disabilities other than speech	10.7%	Up from 9.1%	11.4%	12.9%
Older than usual for grade	1.6%	Up from 1.2%	1.6%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 0.7%	0.9%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=76)				
Teachers with advanced degrees	65.8%	Up from 60.6%	57.6%	55.0%
Continuing contract teachers	61.8%	Down from 69.2%	74.6%	70.6%
Teachers with emergency or provisional certificates	1.6%	Down from 5.5%	3.6%	5.4%
Teachers returning from previous year	75.8%	Down from 83.2%	85.8%	83.4%
Teacher attendance rate	95.4%	Down from 96.4%	95.0%	94.9%
Average teacher salary	\$44,508	Up 2.4%	\$45,184	\$44,706
Professional development days/teacher	11.9 days	Up from 9.3 days	11.7 days	11.8 days
School				
Principal's years at school	14.0	Up from 13.0	3.0	3.0
Student-teacher ratio in core subjects	20.4 to 1	Down from 22.4 to 1	22.5 to 1	20.1 to 1
Prime instructional time	90.4%	Down from 91.7%	89.7%	89.3%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.4%	Up from 95.2%	98.1%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$5,981	Up 2.2%	\$6,479	\$7,097
Percent of expenditures for instruction*	66.7%	Up from 66.1%	66.2%	64.4%
Percent of expenditures for teacher salaries*	64.4%	Up from 63.7%	60.9%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

This has been a year of accomplishment and adjustment. The 2007–2008 school year saw our school population reduced from 1,400 students and 150 staff members to 830 students and 100 staff members. The opening of our sister school, Carolina Springs Middle, brought much-needed relief and renewed opportunity. Gone are the 25 portable classrooms. The halls are less crowded. The reduction also improved other aspects of our infrastructure. For example, although traffic remains a challenge, it is much less of a nightmare.

We saw the reduction of this over-population stress produce successes in the area of citizenship, social responsibility, and behavior. Our data supports the fact that this year we reached a milestone in the areas of discipline and decorum. Our students, parents, and teachers are to be complimented for the great strides we made in improving our learning environment. This was reflected in all areas of school-related deportment. At a time when school cultures are making news for all the wrong reasons, it is particularly gratifying to be able to say we celebrated student success, diversity, order, and respect. Our students showed a real desire to be here and a commitment to learning and to one another. These lessons are fundamental to academic success.

There is no question that we will see some barriers and challenges in the future related to our community's inevitable growth and the district's budgetary constraints. It remains a challenge to meet our staffing and administrative personnel demands. We must emphasize faculty resources and faculty development. We must prepare intellectually, technologically, and emotionally to serve increasingly sophisticated and socially complex students. WKMS can never be satisfied with "keeping up." We must continue to lead and excel.

This year has clearly been good for our disposition. Virtually all members of our school family have noticed and remarked on the improved atmosphere, greater care, and joy that characterize daily interaction. Nothing could mean more to faculty and staff than to know and enjoy our students on a heightened, more individual and personal level.

The good old days are now! We have much to celebrate and much left to accomplish. Together, we can!

Dr. Nancy Turner, Principal
Debbie Davis, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	67	245	161
Percent satisfied with learning environment	92.5%	77.4%	86.7%
Percent satisfied with social and physical environment	95.5%	79.8%	79.7%
Percent satisfied with school-home relations	87.9%	81.7%	75.8%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 18 out of 23 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.8%	0.0%	No
Student attendance rate	95.8%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	835	99.6	21.8	44.8	27.7	5.6	45.6	57.1	48.2	Yes	Yes
Gender											
Male	412	99.8	29.9	46.9	20.1	3.1	34.4	50	41.7	N/A	N/A
Female	423	99.5	13.9	42.8	35.2	8.1	56.5	64.6	55	N/A	N/A
Racial/Ethnic Group											
White	665	99.6	18.8	46.3	29.4	5.5	47.9	59.6	60	Yes	Yes
African American	113	100	39.8	34.7	20.4	5.1	35.7	37.8	31.7	Yes	Yes
Asian/Pacific Islander	12	100	8.3	41.7	33.3	16.7	58.3	75.4	70.4	I/S	I/S
Hispanic	41	100	33.3	45.5	15.2	6.1	27.3	39.7	38.4	I/S	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	61.5	47	I/S	I/S
Disability Status											
Disabled	85	100	77.1	15.7	7.2	0	7.2	17.3	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	25	100	36.8	36.8	21.1	5.3	36.8	41.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	313	99.4	30.7	44.6	20.7	3.9	34.3	38.7	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	835	99.5	22.2	46	19.3	12.6	45.3	54.6	45.8	Yes	Yes
Gender											
Male	412	99.8	27.3	40.9	16.9	14.8	42.4	55.3	45.6	N/A	N/A
Female	423	99.3	17.2	50.9	21.5	10.4	48.1	53.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	665	99.6	19.7	46.3	20.9	13.1	48.3	57.7	59	Yes	Yes
African American	113	100	34.7	45.9	8.2	11.2	28.6	30.5	26.9	No	Yes
Asian/Pacific Islander	12	100	16.7	50	16.7	16.7	50	71.6	71.3	I/S	I/S
Hispanic	41	97.6	36.4	39.4	18.2	6.1	30.3	37.5	38.1	I/S	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	59	46.2	I/S	I/S
Disability Status											
Disabled	85	100	73.5	19.3	3.6	3.6	8.4	20.3	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	25	96	31.6	47.4	15.8	5.3	31.6	42	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	313	99	29.3	44.6	16.4	9.6	37.1	36.3	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

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N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	544	99.5	23.2	28.5	21	27.3	48.3	50.3	35.7	95.8	96.1
Gender											
Male	267	99.6	24.1	27.7	19.7	28.5	48.2	51.7	37.4	95.7	96.1
Female	277	99.3	22.3	29.3	22.3	26.2	48.4	48.7	33.8	95.9	96.1
Racial/Ethnic Group											
White	430	99.8	20.2	28.3	22.2	29.3	51.5	53.7	49.2	95.7	96.1
African American	75	97.3	37.1	25.8	16.1	21	37.1	25.1	17	96.1	96.1
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	65.8	58	97.2	96.8
Hispanic	31	100	42.3	34.6	11.5	11.5	23.1	31.9	24.9	96.4	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	65.2	37.4	99.4	94.8
Disability Status											
Disabled	55	100	62.3	24.5	7.5	5.7	13.2	20	14	94.7	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	98.1
English Proficiency											
Limited English Proficient	18	100	50	35.7	14.3	0	14.3	28.9	24.4	96.5	96.4
Socio-Economic Status											
Subsided meals	211	99.1	31.2	30.6	19.9	18.3	38.2	31.8	21.1	94.6	94.9

Social Studies

All Students	544	99.6	21.3	35.2	18	25.4	43.4	47.1	34	95.8	96.1
Gender											
Male	281	100	21.5	32.8	18.5	27.2	45.7	52	36.6	95.7	96.1
Female	263	99.2	21.1	37.8	17.5	23.6	41.1	41.9	31.3	95.9	96.1
Racial/Ethnic Group											
White	431	99.8	20.9	33	18.9	27.2	46.1	49.4	44.5	95.7	96.1
African American	80	98.8	23.6	43.1	15.3	18.1	33.3	29.2	19.1	96.1	96.1
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	64.2	58.9	97.2	96.8
Hispanic	23	100	29.4	52.9	0	17.6	17.6	28	27.5	96.4	95.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	55.6	32.7	99.4	94.8
Disability Status											
Disabled	63	100	58.1	32.3	4.8	4.8	9.7	21.6	14.4	94.7	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	98.1
English Proficiency											
Limited English Proficient	15	100	30	40	10	20	30	30.5	27.3	96.5	96.4
Socio-Economic Status											
Subsided meals	203	99	24.9	38.4	14.1	22.7	36.8	28.2	21	94.6	94.9

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	432	99.5	25.4	45.8	24.5	4.3	28.8
	7	469	99.6	25.4	45.8	25.9	2.9	28.8
	8	449	99.3	21.4	50.2	24.8	3.6	28.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	286	99.7	18.4	37.5	35.2	9	44.2
	7	256	99.6	27.4	46.4	23.2	3	26.2
	8	293	99.7	20.4	50.5	24.4	4.7	29.1
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	432	99.8	17.7	41	27.6	13.7	41.2
	7	469	99.6	19	45.8	20.5	14.7	35.3
	8	449	100	26.8	51.4	14.5	7.3	21.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	286	99.3	21	39.7	23.2	16.1	39.3
	7	256	99.6	19.4	41.8	22.8	16	38.8
	8	293	99.7	25.8	55.6	12.4	6.2	18.5
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	216	99.5	26.3	25.8	23.9	23.9	47.8
	7	469	99.4	26	34.5	19.9	19.7	39.6
	8	226	99.1	15.6	39.2	23.6	21.7	45.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	141	99.3	29.2	20	23.1	27.7	50.8
	7	256	99.2	20.3	35	18.6	26.2	44.7
	8	147	100	22.5	25.4	23.2	29	52.2
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	216	99.1	20.8	37.2	23.7	18.4	42
	7	469	99.4	26.2	35.8	16.1	21.9	38
	8	223	99.6	18.3	51.4	19.2	11.1	30.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	143	100	8	27	18.2	46.7	65
	7	256	99.2	30.8	29.5	15.2	24.5	39.7
	8	145	100	18.2	53.3	22.6	5.8	28.5

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample